



Willingdon

COMMUNITY SCHOOL

Behaviour for Learning

Policy

At Willingdon Community School, we want our students to strive to achieve our Personal Excellence values: ambition, respect, compassion, courtesy and honesty. We are guided by the six principles of nurture and so place great importance on establishing excellent relationships with students in order to support them in achieving this aim.

The six principles of Nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Date adopted by the Governing Body:

To be reviewed: 8th October 2021

Staff Responsible: Nadene Townsend-Smith

Link Governor: Chair of Governors

We aim to:

Maintain a caring and purposeful learning environment for all students.

Support all students in recognising their strengths and developing a positive identity and sense of self.

Teach students the social and emotional skills that are necessary to engage in learning: to be self-motivated, to co-operate with others, to appreciate difference and to develop the resilience necessary in order to live productive, happy and fulfilling lives.

Our curriculum is designed to meet the needs of all students and celebrate the diversity of strengths in society which are reflected in our school community.

Our partnerships with parents aims to bring everyone together to work in the best interests of the child. We recognise that members of the school community may have different parenting experiences and views on behaviour. However, we endeavour to develop shared values and commitment through our nurturing approach and our policies and procedures reflect this ethos.

Our work with the community supports a model of sustainability that enhances opportunities, empowers parents and young people in decision making and facilitates the sharing of skills and resources. Examples of this can be seen in our student leadership team, our pastoral role of tutors in supporting parents and students, as well as Parent Forums.

"It takes a village to raise a child"

Support Structures

We recognise that the vast majority of our students are impeccably behaved and we seek to acknowledge and reward this through praise and achievement points. We aim to reward progress in all aspects of a student's educational experience including pro social feelings (positive behaviours, manners and attitude), behaviours and displays of personal excellence. Praise and rewards are afforded to all students. When students need guidance or display anti-social behaviours, we recognise that this is often the result of an unmet need and strive to support students and teach the skills needed to display pro-social behaviours.

We set the highest standards for behaviour and all staff in the school will support students in maintaining this. We promote positive relationships between students and staff and equip students with the skills to deal with their own behaviour and to make positive choices, as well as responding appropriately to others. We expect students to recognise that the adults are in a position of authority and students must accept any reasonable request by an adult without question. The Senior Leadership Team will fully support the decisions staff make, unless it contravenes safeguarding or code of conduct. We are fully committed to restorative practice to ensure positive relationships are maintained between all in our community. Our students constantly delight us with their positive behaviour and the upholding of the personal excellence values that underpin our school community. Students understand the importance of positive behaviour for learning. However, we recognise that there are times when anti-social behaviours can affect others and we will work with these students to see the consequences of their actions and support the development of skills needed to display positive behaviour for learning. As a nurturing school, we believe restorative conversations and positive relationships are needed, alongside consequences to help students learn how to manage their behaviour in a positive way. Maintaining clear boundaries and structure are central to a nurturing ethos as young people need predictable routines, expectations and responses to behaviour. I refer to Appendix A regarding Classroom Consistency.

We foster good behaviour in the following ways:

- Consistently modelling positive behaviours, assessing where students are at developmentally and responding accordingly, such as creating bespoke therapeutic plans to support students where necessary.
- Supporting the development of language so that students can communicate effectively.
- The promotion of Personal Excellence, British Values and aspiration in assemblies.
- Embed the school ethos and positive behaviour for learning in tutor times.
- In subjects such as ethics, PSHE, and citizenship, delivered both in lessons and in tutor time, where we promote the tolerance and the acceptance of difference.
- Special topic days and extra curricular activities such as Activities Week, visits to care homes, motivational speakers and trips.
- Offering additional support and interventions for those who do not have the necessary skills to maintain our expectations.

We understand not all behaviour is a choice. Whilst for the majority of students a supportive environment and a clear reward and consequence system is enough, we appreciate a small number need a more bespoke support such as: Boxall profiles, therapeutic plans, risk assessment calculators, individual risk management plans.

We will not accept anti-social behaviour in lessons which disrupts a positive teaching and learning environment (Appendix A), or anywhere on the school site. We will also enforce our standards and expectations when students are travelling to and from school. School rules will be applied and enforced consistently by all staff and students will be supported to develop the skills needed to manage anti-social feelings to display pro-social behaviours.

Positive Behaviours:

To help everyone learn and to be happy and successful we have basic expectations

All students are expected to:

1. Arrive on time to school and to each lesson, ensuring they are ready to learn (students sat in silence for the first 5 minutes engaging in the learning) with the expected equipment (stationery, books, jotter, homework etc.) Students will be regarded as late if they are arriving well after their peers have arrived without valid reason. Persistent lateness will result in any missed work being completed at an alternative time.
2. Understanding and complete requests from adults and student leadership.
3. Behave respectfully, compassionately, courteously, honestly, to all those in our immediate and extended community on the way to and from school and not bring the school into disrepute. Be ambitious to want others to behave in the same manner, standing up for the school, environment and our community.
4. Wear the correct uniform unless outlined through a bespoke therapeutic plan. Students who do not wear the correct uniform for 2 consecutive days will be required to complete their daily expected lessons with their tutor, with work overseen by DOL/LOL/Tutor.
5. Follow mobile phone expectations and indicated below.
Mobile phones will be turned off and put away, along with ear/headphones for the duration of the school day. They must not be seen or used anywhere in the school grounds during the school day. This includes break/lunch time and corridor transitions. Should a student not meet these expectations then the following actions will be taken:
 - a. Students will be asked to hand over their phone, in a discreet manner, with take up time of 3 minutes to complete this request. Students will be asked for a second time after the 3 minutes should they have not handed over the phone when initially asked. This will result in the phone being sent to reception to be kept safe in a locker until the end of the day whereby the student can collect their phone. This will also be recorded with 1 behaviour point.
 - b. Should the student not hand their phone over to the member of staff when asked after the 3 minutes take up time, the member of staff will email for Call Out to collect the phone and discuss the impact of the student having their phone out and the disruption this can cause to theirs and their peers' learning. This will result in the phone being sent to reception for a parent or carer to collect to discuss with the student the importance of not having their phone out at school. This will also be recorded with 2 behaviour points.
 - c. If students do not hand their phone over to Call Out they will be relocated to discuss and resolve. This will result in the phone being sent to reception for a parent or carer to collect. The Director of Student Progress or a member of the pastoral team will discuss with the student the importance of not having their phone out at school. This will also be recorded with 3 behaviour points and an after school reflection of 30 minutes, in order that the student is taught the implications of taking up staff time/ phone use in schools.
 - d. If the phone is not handed over at this point, they will be taken to a member of SLT to discuss this, the time taken to deal with situation and the consequences of their actions. The phone will be given to the member of SLT. This will result in the phone being sent to reception for a parent or carer to collect to discuss with the student the importance of not having their phone out at school. This will also be recorded with 4 behaviour points and an after school reflection of 1 Hour to be taught the implications of taking up staff time/ phone use in schools.
6. Respect the school environment, ensuring all fixtures, fittings and furniture are well looked after, keeping them in a clean and respectful manner. Put all litter in the bins provided. Do not eat or drink in the corridors or in

lessons. Chewing gum is not allowed on site. Should a student not meet expectations outlined in this section or of our Personal Excellence values, an appropriate consequence will be set.

7. Move sensibly around the school site, being courteous to others ensuring everyone feels safe and included. Observe the one way system and listen to staff when they remind others to observe this safety measure.
8. Do not say or do things to physically or emotionally threaten others. Ensure words or actions do not allow others to feel emotionally or physically threatened. Students will be able to share their experiences of threatening behaviour with an adult in a safe environment to ensure they can receive the required intervention that supports all parties involved.
9. Do not bring into school knives or sharp objects. The seriousness of this type of behaviour will result in firm and prompt consequences, should the Police be required their assistance will be sought. Consequences for the student/s involved would be dealt with on a case by case basis.
10. Do not smoke cigarettes, illegal drugs or consume any alcohol. Students must not bring tobacco products, alcohol and illegal drugs or any paraphernalia associated with these substances onto school site, including e-cigarettes/vaporisers.

Students' responsibilities

Students must:

- Understand and abide by the 10 basic rules and accept an adult's decision without question.
- Complete all school work, including homework, to the best of their ability, seeking support where necessary, being honest about their input and ambitious to make good progress.
- Behave in a way which does not disrupt the learning of others or affects their own learning. Students who may need additional support with this will have a bespoke therapeutic plan.
- Not present any behaviour which can be seen as bullying, intimidating or discriminatory. Students will be educated on the impact of their actions. This includes use of social media for this purpose.
- Be equipped for school and adhere to the school uniform. Students must take responsibility for their organisation and discuss, with the pastoral team, any issues they may have with this.
- Turn mobile phone and other electronic devices off and these items must be kept in bags at all times whilst student are on the school site. They must not be used and, if a student uses a phone, they must hand them to the class teacher if they are requested to do so. (See 'Positive Behaviour')
- Understand and complete with all behaviour consequences and understand that these will be escalated as a result of non-compliance.
- Understand, accept and abide by the rules regarding access to the school at breaks. Understand that there is to be no smoking on site or on the way to and from school, including on buses. Students who are in areas that are out of bounds will be required to fulfil a consequence to understand why this is not acceptable.
- Arrive on time to school and to all lessons. (See 'Positive Behaviour' for consequences of persistent lateness).
- Students must go to the toilet or fill water bottles at breaks to ensure their learning time is not interrupted. Students who may need additional support with this will have a bespoke therapeutic plan in place.

Staff Responsibilities

All staff will have a clear understanding of 'The Six Principles of Nurture' and 'Therapeutic Thinking', using these to inform their practice. Staff will promote and model Behaviour for Learning (prosocial behaviours that allow students to thrive and supports learning, encouraging them to lead their own learning and become independent learners). Building positive relationships with our students is at the heart of developing a culture for learning throughout our community. Relationships can be enhanced by:

- Model the 5 pillars of Personal Excellence in their conduct and interaction with students and other staff. (ambition, respect, courtesy, compassion and honesty).
- Use of the restorative conversations framework to open discussions with students regarding any difficulties in maintaining positive behaviours. Please see Appendix D
- Maintain unconditional positive regard for all students and young people, ensuring students are given pro-social experiences to promote pro-social behaviours.
- Challenge students who are displaying anti-social behaviour. Challenge, record and support students who display anti-social behaviours, whether in the classroom, corridor or around the site. This includes challenging

any swearing or use of discriminatory language. Disruption would be considered as behaviours that disrupt the individual or at least one other student for a prolonged period, such as 10 minutes of continual disruption. In lessons, within those 10 minutes, students will be challenged and supported by;

- a) Receiving a verbal or visual cue for disrupting the flow of a lesson, within the first 3 minutes of the disruption being deemed unacceptable by the member of staff, this will be clear and conducted in a manner that does not further exasperate the issue.
- b) Should the anti-social behaviour persist for an additional 2 minutes whereby the student is given take up time of the initial cue, the student will receive a WARN and reminder of the next step of MOVE should they continue. This is recorded on Edulink, 5 WARNs over consecutive lessons will result in the monitoring of a student's behaviour with a department card and a behaviour point added to Edulink.
- c) Should 5 minutes of disruption pass, students will be MOVED within the classroom to ensure they have every chance to be successful. This is a consequence to their anti-social behaviour and a chance to be supported by the member of staff in the classroom within a different setting. This will be recorded on Edulink with 1 behaviour point and the student will be asked to return at break or lunchtime, that day to discuss the issue.
- d) Students will be given take up time of 5 minutes to adjust their behaviour and seek support to access the learning. Should this not support the student's behaviour, they will be asked to RELOCATE for this lesson, with another subject specialist. This is to give the student and member of staff time to reflect on the issue and have a restorative conversation during the 30 minute after school reflection time given for the disruption to the lesson. This will be recorded on Edulink with 2 behaviour points.
- e) If students do not take up the RELOCATE and Call Out are required, this will result in a prolonged after school reflection of a minimum of 1 hour to ensure the student can work through any issues and be supported to make pro-social choices moving forward. The member of staff who has RELOCATED or used the callout system will attend the after school reflection to conduct restorative conversations with the student. This will be facilitated by a Pastoral Support Assistant. This will result in 3 behaviour points as additional members of staff are involved when this is not necessary.

The above is a guidance and staff reserve the authority to by pass the procedures for significant disruptions and anti-social behaviours.

Outside of lessons

- Around the school site, students will be challenged and supported if they display anti-social behaviour.
 - a) Should a student display anti-social behaviour around the school site, they will be challenged by a member of staff and given the opportunity to rectify their behaviour.
 - b) If a student continues in their anti-social behaviour, the incident will be recorded by the member of staff and this data will be used at a behaviour panel to discuss an appropriate consequence.
 - c) Some anti social behaviours that place a student/staff member's wellbeing or safety at risk will warrant an immediate sanction.

Recording Behaviour Issues

Staff should:

- d) Record behaviours and set appropriate consequences (i.e. MOVE = 10 minute break/ lunch talk time with teacher, RELOCATE = 30 mins after school reflection...)
 - e) Attend break/ Lunch/ after school consequences to discuss issues with students (this includes duty staff).
- Ensure agreed consequences are organised as necessary or inform relevant staff. Teaching staff on duty should, as far as possible, follow up sanctions themselves. There is a clear hierarchical system to support all staff, teaching/support staff Director of Student Progress/ Director of Learning, Senior Leadership Team, Headteacher, Governors.
 - Engage in positive reinforcement in the first instance, rewarding pro-social behaviours and students striving towards the pillars of Personal Excellence.
 - Support students to develop a positive self image, ensuring pro-social behaviours come from within and are not always externally motivated.

- Meet and greeting students at the start to each lesson. Support staff being present around corridors and encouraging positive behaviours.
- Show an interest in them as individuals.
- Listen to students' points of view.
- Give responsibility to students.
- Preserve students' dignity and self-esteem, even when correcting them to ensure we do not shame them for mistakes or anti-social behaviours that are the result of anti-social feelings.
- Use positive language, with an emphasis on the positive rather than negative statements. Such as; '[Name], I can see something has happened. I am here to help. Talk and I will listen', 'When you call out over others it stops them from having the chance to demonstrate their understanding. Raise your hand if you want to answer' 'When you say that it can have a negative impact on others. Do you understand how that might be upsetting to other?'
- Teach students the social skills they need to be successful, developing supportive measures and plans for students who may need additional support to develop their social skills.
- Redirect students towards success rather than highlighting their mistakes.
- Help to keep classrooms, clean, tidy, attractive and stimulating to engage students in positive learning experiences.
- Accept behaviour is everyone's responsibility and everyone has to take responsibility to achieve consistency.

Being "fair" is not about everyone getting the same (equality) but about everyone getting what they need (equity) and so staff are expected to seek an understanding of the reasons for behaviours. Management structures, Therapeutic Plans and a large inclusion team are in place to support this.

Tutors will:

- Take an interest in each tutee as an individual, develop an understanding of their needs and promote this with all staff.
- Check uniform daily, upholding the uniform policy, communicating with parents when students consistently need support to meet the policy. Liaise with the pastoral team should their support be needed to help the student meet the uniform policy.
- Ensure students are equipped for the school day, support the development of organisational skills, rewarding progress in this area. Give support and guidance to students that need additional support in this area and communicate with parents if necessary.
- Respond when students need additional pastoral or academic support, liaise with Directors of Student Progress, Progress Support Assistants, Department managers and class teachers. For specific SEN needs liaise with the SEN Department.
- Discuss any after school reflections that are the consequence of issues that have arisen and monitor behaviour for their tutor group.
- Monitor anti-social behaviour and utilise amber behaviour cards, where necessary. An amber card will be given to a student if they are displaying anti-social behaviour on a regular basis, it is a way for both the student and the tutor to monitor progress towards pro-social behaviours. It increases the contact and support between student and tutor as monitoring happens on a daily basis, at break and lunchtime. The amber card is also sent home to ensure parents can support the student too. This process is discussed with the student, parents, class teachers and the Director of Student Progress. Should additional intervention be needed to support the student's development of pro-social behaviours, this will be offered at this stage.
- Feedback on any positive behaviour such as reward points, being mindful of the anti-social feelings this can generate when discussed in front of others. Feedback should be positive for all students to reinforce pro-social experiences.
- Reward outstanding organisation, attendance and continued positive behaviour using the school reward system. Tutors to award 2 achievement points weekly to students who have mastered organisational skills and those who are making progress with supportive measures in place.
- Communicate with parents to ensure support is given to students and their families to maintain the development of Personal Excellence, both in school and out of school.

Class teachers will:

- Ensure that pro-social behaviour is supported by the inclusion of pro-social experiences, ensure that pro-social behaviour is recognised.
- Plan and prepare for learning that is understood developmentally for their groups, differentiating as necessary and ensuring that all students can access the learning and that there is sufficient challenge and support to meet the academic and emotional needs of the child.
- Create a safe learning environment where students feel comfortable to engage in their learning and develop the social skills needed to develop their personal excellence. Offering a safe environment whereby students are given pro-social experiences to develop pro-social behaviours.
- Draw up seating plans to promote learning and avoid behaviour issues.
- Supervise movement on the corridor between lessons and greet students into the class.
- Have clear and established routines, with a settling task for students on arrival and a positive learning environment to complete their Book Basics and the taking of the register. Follow up and support the implementation of consequences for poor punctuality and truancy from lesson with minimum impact on the learning environment. Expectations for the start of the lesson:
 - a) Students must be engaged in their lesson within 5 minutes of the lesson start time. This time allows for a settling task and the completion of the register.
 - b) Students who arrive after this time, without valid reason, will have their lateness recorded, the totting up of lateness will result in the making up of lost learning in an after school reflection of 30 minutes. 5 lates in a week will result in this consequence (students will complete lesson work, offering an exemplar of work for the student to reflect on).
 - c) Students who are over 30 minutes late, without valid reason, will be marked as truancy and will have to make this time up in an after school reflection, where they complete the lessons work.
- Challenge and record uniform issues.
- Uphold consistent classroom expectations. Use 'warn/move/relocate' to ensure all students have the opportunity to make progress, with minimum disruption for all learners. Disruption to learning, outside of a therapeutic plan, should not last more than 10 minutes without a 'Move', students who do display anti-social behaviour should be given a chance to engage in learning, with a subject specialist when 'Relocating'. A look or a few words can often be the most effective tactic initially. Staff should not purposely try to embarrass, shame or humiliate students as a form of control. Staff should avoid shouting unless deemed necessary for immediate intervention.
- Follow up in class behaviour intervention with a restorative conversation. Restorative conversations will allow all parties, who have been affected by behaviour intervention, a chance to reflect on the incident and work together to improve future lessons and contact. Students will be supported in this process to be honest about their behaviour and feelings and teachers will listen and support the reintegration of the student into the classroom. This process can be supported by another member of staff, such as; Directors of Learning, Directors of Students Progress or Progress Support Assistants.
- Apply systems of consequences consistently.
- Follow the policy outlined above regarding phones/headphones if visible in class.
- Record any behaviour issues and use a break call back to discuss issues resulting in a 'move'. Liaise with the department Leader of Learning or Director of Learning if issues continue or students do not attend or respond to the break call back.
- When using 'relocate' teachers will send the students to the department Buddy System and be explicit about where this person is to be found. Teachers should not send a child out without telling them clearly where they are to report to. Teachers should provide work for the student to take with them, record this on Edulink and issue an after school behaviour reflection to address the issue. Restorative conversations should be completed as close to the incident as possible to allow deep reflection by both the student and teacher.
- Issue departmental intervention for poor classwork or lack of homework. This could be an after school intervention to support the students engagement in their studies, focus will be on the completion of work and teaching of the importance of school and home work for continued life long learning.
- Use the Call Out procedure for serious incidents but try to employ de-escalation strategies to avoid such incidents occurring. In the majority of circumstances, the use of 'Warn/Move/Relocate' will be effective in de-escalating incidents, therapeutic plans should also be used to embed effective strategies in dealing with anti-social behaviour. It is accepted that the class teacher uses these behaviour management strategies in the first instance, meaning Call Out is the last option and not used within the first 15 minutes of a lesson, as per the

guidance outlined in 'Staff responsibilities'. Record on the school management system and issue appropriate consequences.

- Communicate with parents to discuss behavioural issues.
- Use a department behaviour card where students are having difficulty complying. Refrain from issuing repeated consequences without trying to change the behaviour by listening to the child, moving seats, adapting work, speaking with parents and tutor, using a behaviour card and liaising with Director of Learning. Department Cards are to be used in the same style as the 'amber card' outlined in 'tutors will', however, rather than monitored by the Director of Student Progress, department cards are monitored by the class teacher and either the Leader of Learning or Director of Learning.
- Participate in behaviour management CPD (Continuing Professional Development/Training) and request specific training when necessary.
- Monitor the daily behaviour log and respond to suggested action points. Work with the Leader of Learning/Director of Learning and where necessary the Director of Student Progress to ensure supportive measures are used in the classroom to develop a safe and nurturing learning environment.

Directors of Students Progress will:

- Monitor behaviour daily.
- Support subject teachers.
- Issue consequences, such as time in the internal exclusion room and coaching sessions.
- Communicate with parents.
- Use red behaviour cards to monitor a student's progress towards positive behaviours across the curriculum and liaise with Senior Leadership Team.
- Make relevant referrals and set up Additional Needs Plans (ANPs)/Assess Plan Do Reviews (APDRs) as required. Ensure teachers and support staff are using the ANPs/APDRs to plan for the needs of the students, in unison with the Leader of Learning/Director of Learning for the subject.
- Complete Boxall profiles to identify the emotional needs of students in their year group.
- Liaise with Director of Inclusion relating to Special Education needs and ensure the correct provision is place, informing class teachers of the structures to support the most vulnerable learners.
- Ensure students are rewarded for sustained effort using the school rewards policy.
- Track and monitor positive praise to parents.
- Work closely with all parties to effect pro-social experiences, supporting positive change.

Directors of Learning will:

- Support subject teachers and students with anti-social behaviours within their curriculum areas. This should include to promotion of pro-social experiences and recognition of pro-social behaviours within their departments.
- Monitor classroom behaviour across their curriculum area daily. Use data to implement effective change within departments, organising CPD and support where necessary. Working with staff to ensure they are informed of students' anti-social experiences and how to effect a therapeutic plan within their lessons.
- Monitor the correct consequences are being applied to achieve classroom consistency (Appendix A)
- Use red behaviour cards to monitor a student's progress in their subject area.
- Communicate with parents where there are issues in their own subject area, after attempts by the class teacher to support pro-social behaviours has not been effective.
- Ensure class teachers are contacting parent/carers with ongoing issues in the classroom.
- Support with subject reflection for issues within their subject area.

Senior Leadership Team will:

- Be responsible for the whole school promotion of the Six Principles of Nurture. Ensuring all staff embed nurture in their practice.
- Lead and coordinate school policy.
- Meet regularly with Directors of Students Progress and keep updated regarding the behaviours of all students.
- Monitor behaviour issues daily and oversee interventions.

- Oversee searches of students. This may be delegated and will always involve two members of staff. Body searches will not be implemented.
- Communicate with parents and external agencies.
- Implement higher level consequences or interventions including fixed term exclusions and an alternative provision. This may include placements at another school for a fixed period of time.
- Oversee the use of positive handling and ensure staff understand their responsibilities and accountability.
- Feedback to all staff and arrange training to support teaching staff to create positive learning environments.
- Make recommendations to the Headteacher.

The Headteacher and Governors will:

- Ensure that outstanding behaviour is maintained and a nurturing environment is maintained to encourage pro-social experience and behaviours.
- Ensure that all students have equal opportunities to learn in a calm and orderly environment with due account of the Equalities Act 2010.
- Ensure that students with SEND or Social, Emotional and Mental Health issues, who have behavioural difficulties, are supported appropriately within the resources of the school.
- Ensure that any allegations against staff are fully investigated and actioned, as well as action taken against any students who makes a malicious allegation.

Parent/Carers will:

- Engage in communication with the school to support the development of their child's well being, academic progress, personal excellence and pro-social behaviours.
- Inform, via the tutor or class teacher, any issues that may affect a students' wellbeing/learning.
- Attend meetings at the school's request.
- Support the decisions made by the school regarding consequences of challenging behaviour. Work to understand decisions made by the school, communicating any concerns with the school to ensure effective consequences are given to the display of anti-social behaviour in school or within the local community

Behaviour interventions, strategies and sanctions

All staff should always seek to begin from the lowest level of sanction.

- Subtle and low level intervention from a member of staff e.g. 'a discussion with student away from peers'.
- A maximum of ten minutes break time 'call back' supervised by the teacher for a 'move' to allow a restorative conversation to take place. The support of the department Leader of Learning/ Director of Learning or Progress Support Assistant/ Director of Student Progress can help facilitate the restorative conversation.
- Intervention with subject teacher for homework sessions. This can be during break or lunch time or after school. The support of the department Leader of Learning/ Director of Learning or Director of Student Progress can be used for persistent issues. Interventions must be communicated to parents.
- Formal after school intervention of 30 or 60 minutes issued via Edulink for no homework, after time and support has been given to the student.
- 30 minute after school reflections to facilitate restorative justice and develop plans to move forward in the next lesson, for B2 behaviours at classroom level.
- After school reflections of 60 minutes issued for non-attendance at other 30 minute reflections or for more serious issues. Resorative conversations should take place to ensure issues are dealt with and students can be successful
- Internal exclusion which is a preferred alternative to a fixed term exclusion. This will be determined by the Senior Leadership Team and Director of Students Progress and may be for a period of one or more days. Meeting/communication is required with parents. Should the issues be associated with a specific department the student could be placed with a Director of Learning/ Leader of Learning, a Director of Student Progress or tutor.

- Next day school to school placement. To avoid a fixed term exclusion on a student's record, we may place a student in another school's internal exclusion facility if students have failed to meet the expectations in the school's internal exclusion facility. This may be used for one off serious incidents too.
- Fixed Term exclusion (decided by the Headteacher or appointed Senior Leader). Readmission meeting with parents.
- ARCCH - Placed on Route 1/2/3. A student's learning will be facilitated in our alternative curriculum provision.
- School to school placement. A student is placed at another school for a period of two weeks, which can be extended in extreme circumstances. *Appendix C.
- Extended school to school placement. As an alternative to permanent exclusion, the school will seek, as part of its behaviour policy, to utilise the agreed local partnership protocol involving directing a student to a supported placement at another school, College Central or The Workplace. (A student is placed at another school for a long term period and a successful placement may result in a student permanently moving to this school. *Appendix C).
- Intervention from College Central. This may include a referral for a part time or full time place to be educated at the Eastbourne campus. *Appendix C
- PEX – A student is permanently excluded. Decided by the Headteacher and governing body.

Behaviour Monitoring

A student can be placed on an amber card for persistent anti-social behaviour (the card will have up to 3 targets that are discussed with the student to focus on over the course of the week, the card is monitored by the tutor at break and lunch and class teachers will tick if targets are met or cross if they have not been met). If a student has not met the targets, then this will progress to a red or red plus behaviour card monitored by the Director of Student Progress and Senior Leadership Team.

A student can be placed on a white department card if targets are needed for one particular subject – this allows the teacher, Leader of Learning/ Director of Learning to monitor behaviour and provide intervention where necessary.

We also use golden time, attendance, progress and homework cards to incentivise pro-social behaviour, when a student is making every effort to manage their own behaviour choices and is engaging in the support being offered.

The ARCCH – Internal alternative provision

Frequent or high level anti-social behaviour may result in a student being placed into the ARCCH and placed on a 'route' programme. This will consist of structured core learning, with appropriate work set and supported through the use of ARCCH staff. A restorative conversation will be had and in some cases a full 'restorative justice' meeting may be held with teaching staff. The purpose of these conversations/meetings is to repair any damage caused by the anti-social experiences, this is for the benefit of the student, staff and local community. A summary of the provision is below:

Route 1 - Short term. Full time. Alternative to a school to school /fixed term exclusion. Could lead to a 'school to school' placement in another school. Complex behaviour may lead to students being referred to The ARCCH on Route 2/3 programme

Route 2 – Mid term. 6 weekly reviews. Full/Part time timetable, meeting and signed by parents/Director of Student Progress. Students would follow the ARCCH curriculum exclusively which included: Core subjects, restorative programme and PSHE style discussions and learning.

Route 3 – Long term. Part time timetable may be used but we aspire for a full time programme of ARCCH and mainstream curriculum. Reintegration into lessons with ARCCH staff supporting in lessons too.

Appendix A

Classroom Consistency

We aspire to achieve a rigorous and consistent approach to classroom behaviour with minimum interruptions to learning used in every classroom. In the classroom, teaching staff will use a consequence system to manage behaviour. Codes will be used (B1/ B2/ B3). If there is anti-social behaviour then the following actions will occur: warn, move, relocate, after school reflection, internal exclusion.

- Students who display low level anti-social behaviour for learning will be issued with a warn. This does not carry a sanction. However, this should be logged on Edulink for Directors of Learning and Directors of Students Progress to have an overview of different lessons.
- A few examples of this are: talking when a teacher is talking, shouting out, incorrect equipment (no pen), disrespectful attitude to staff and peers, late to lesson, phone out in class, eating/drinking
- Students who have not been able to display pro-social behaviour for learning after being issued with a warn will receive a move. If possible, students will have to move to a different area of the classroom.
- A 10-minute call back for a restorative conversation will be issued and will be completed the same day. This will be added to Edulink as a move, it will incur 1 behaviour point and the purpose of the call back is to understand the impact and reasons for the issue from the perspective of both teacher and students.
- If anti-social behaviour continues, students will be given a 'relocate'.
- Students will be relocated from their classroom to the department Buddy System. They will receive a 30 minute after school behaviour reflection – Class teachers will communicate with parents and liaise with Directors of Student Progress/Directors of Learning/Pastoral Support Assistants to ensure the Restorative Practice is completed before the student returns to the lesson. This may result in Directors of Learning supervising the students independent learning until this has taken place and could be done at the behaviour reflection the following evening so resolved within 48 hours.
- A 'relocate' could also result from a single instance of high-level disruption.
- Failure to attend an after school detention will result in an hour extended sanction. Every attempt will be made by Director of Student Progress to complete this.
- Persistent failure to attend after school reflections may result in a student having to attend a day in our Internal Exclusion room or attend a school to school placement. Parents/carers will be contacted and may be asked to attend a meeting.

Appendix B

Warn/move/remove/reflect – See attachment on Publisher

Appendix C

Powers of Direction

In some circumstances, these placements may not necessarily have been agreed in advance with parents, or indeed the parents/carers may not be supportive and therefore powers of direction may be needed; DFE 'Alternative Provision – Guidance for Local Authorities' January 2013 provides details on the powers and responsibilities maintained schools have in using off-site provision to improve students' behaviour. These powers come from 'Section 29A of the Education Act 2002', introduced by the 'Education and Skills Act 2008'; as required by this Act, the Secretary of State then made regulations in 'The Education (Educational Provision for Improving Behaviour) Regulations 2010'. This legislation does not apply to Academies; Academies can arrange off-site provision for similar purposes under their general powers as set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice. Maintained schools and Academies should ensure that their Behaviour Policies reflect the different types and purposes of placements, along with the possible use of 'Powers of Direction'.

Appendix D – Flow chart for Restorative Practice.

Appendix E – Flow chart for reintegration meeting

Appendix D. Rewards for Learning and Engagement

The school value rewards to recognise a student's achievement for a wide range of reasons. Staff within the school actively seek to reward and praise the achievements of all our students within our community for all positive actions to

- help create a positive ethos in the school.
- raise their self-esteem and affirm their achievements.
- motivate and educate students to repeat the pro-social behaviour associated with the praise/reward.

Pro-social behaviour will be rewarded with

- Praise
- Green learning walk – A member of leadership requested to attend the lesson and acknowledge the fantastic effort being made by all students. All students are rewarded with achievement points.
- Achievement/reward points
- Golden tickets – a one off amazing piece of work or representing the school effectively.
- Letters, emails or phone calls home
- Special responsibilities/privileges

Achievement points are gained through

- modelling personal excellence
- positive engagement in lessons
- punctuality and attendance
- commitment to extra-curricular activities
- representing the school

Staff are encouraged to reward a minimum of 3 students who are consistently maintaining or exceeding expectations. For sustained behaviour (no behaviour points for a term) and having excellent attendance, students are given bulk reward points termly.